| UNCLASSIFIED | | CONFIDENTIAL | | SECRET |

OFFICIAL ROUTING SLIP

TO	NAME AND ADDRESS	DATE	INITIALS
1	Deputy Director for Support		
2			
3	Director of Training		
4			
5			
6			

ACTION		DIRECT REPLY		PREPARE REPLY
APPROVAL		DISPATCH		RECOMMENDATION
COMMENT		FILE		RETURN
CONCURRENCE		INFORMATION		SIGNATURE

Remarks:

1 to 2 - Also attached is a xerox copy of
DD/S 72-3647 with ExDir's pencil
notes.

FOLD HERE TO RETURN TO SENDER

FROM: NAME, ADDRESS AND PHONE NO.	DATE
Executive Director-Comptroller 7D59	6 Oct 72

| UNCLASSIFIED | | CONFIDENTIAL | | SECRET |

(40)

CONFIDENTIAL

72-505 4/4

DD/S 72-3889

6 October 1972

MEMORANDUM FOR: Deputy Director for Support
Director of Training

SUBJECT   : Personnel Management and Development

REFERENCE   : Memo to DD/S from DTR dtd 19 Sep 72, Subj:
Training Phase of the PMMP

1. I fully share your happiness with referent memorandum on the "Use of Training in Personnel Management and Development" and the "Organizational Support of Training." I concur fully that, whatever the fine ideas in the first, the exercise will be fairly fruitless unless we actually arrange that something is done to carry them out. Frankly, I put my greatest hopes for the latter in the "annual personnel plan" that the Director of Personnel is now generating. With that plan, I would hope to engage the main command line in decisions about personnel plans and particularly include the training as part of these decisions. In that way, they will be the subject of conscious decision-making by the leadership on a periodic basis, and we will have a common system of reviewing what is actually being done.

2. The above said, may I offer a few particular comments:

a. Page 1. I believe you mean Personnel Development Program, rather than PMMP.

b. Page 1. You request the "career service" to develop the career training profile or model for the functional specialists. I confess some unease at the use of the term or concept "career service," as I believe that in many cases it jumps the command line and operates laterally from the Office of Personnel into the working level. I would much rather see the responsibility for these profiles placed upon the Deputy Directors,

CONFIDENTIAL

- 2 -

who in turn could go to the appropriate subdivisions in their own organization (in many cases synonymous with the current "career service"). This would more clearly involve the command line in this effort and increase their feeling of responsibility through participation.

    c. Page 2 -- Foreign Language Training. You suggest a career goal of speaking or reading at least two foreign languages at the intermediate level or better. I would think it quite appropriate to try to use this vehicle to set a somewhat more refined goal, more or less as follows:

> Speaking and reading at least one world language at the intermediate level or better, and speaking and reading (with some exceptions) at least one "restricted" language at the intermediate level or better at some point during the career (not necessarily sustaining it after the assignment which required it). As your Language Development report indicated, we are not too badly fixed on the world languages, but we are not at all in a satisfactory state with respect to the restricted languages. If we are setting career goals, let us see if we can establish one of learning (and possibly later forgetting) at least one restricted language during a career and one of maintaining fluency in at least one world language.

    d. The section on foreign language training does not refer to the Language Control Register, nor to the testing program. To stress both these tools, I think this general description should make reference to them.

    e. With respect to the Midcareer Course, described in Appendix B, do we not really mean to suggest that officers who have not previously taken the supervision course should do so as the first week, rather than the Managerial Grid? For the midcareer officer, I would think the former might really be more to the point than the latter.

- 3 -

f. In paragraph A of the "Organizational Support of Training" memorandum, I presume you will change the specifics of the "management training" you refer to there. These cited are not "management training," however valuable some of them may be.

g. I accept your point of the need for some pure management courses. I particularly welcome your suggestion for a "branch chief" course and suggest that the best way to get a real reaction to this is to come up with some specifics as to what it might involve, following which we can circulate it to the Deputies. I would think in great part it might be drawn from the "Supervision and Management Course" in your Core Program.

h. Paragraph B -- The point about the need for identification and selection of potential executives I think should be pretty well in hand if we can implement the Personnel Development Program now being circulated to the Deputies.

i. Paragraph C -- Your comments about sanctions are certainly valid. At the same time, I think we need something more than exhortation to managers. I would hope this will develop from the PDP and the APP, even as post-mortem information. Nonetheless, the possible publication of a rule that any first-line supervisor must take a management course does have certain logic.

j. Paragraph D -- The training model or profile for each career makes a great deal of sense and would quite appropriately be generated by OTR training officers with the appropriate Board of Visitors member as a point of support. With respect to generally upgrading attention to training as an instrument of personnel development, again I would hope the APP will generate some command level decision at the Office/Division and Directorate level on this subject. (You will note I prefer this again to the "career service," although the latter can certainly contribute to the command decision involved.)

- 4 -

    k. Paragraph E -- With respect to training requirements, obviously the APP should provide the kind of advance planning in numerical and even individual assignment terms, which is needed. We will have to follow it to make sure it does, however.

25X1

W. E. Colby
Executive Director-Comptroller

cc: Director of Personnel

DD/S Distribution:
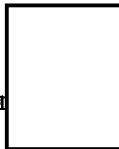 Orig - DD/S Subject
     1 - DTR, w/xerox of DD/S 72-3647

STAT

Page Denied

Next 1 Page(s) In Document Denied

SENDER WILL CHECK CLASSIFICATION TOP AND BOTTOM		
UNCLASSIFIED	CONFIDENTIAL	SECRET

OFFICIAL ROUTING SLIP

TO	NAME AND ADDRESS	DATE	INITIALS
1	Executive Director-Comptroller 7D59 HQS		
2			
3			
4			
5			
6			

ACTION	DIRECT REPLY	PREPARE REPLY
APPROVAL	DISPATCH	RECOMMENDATION
COMMENT	FILE	RETURN
CONCURRENCE	INFORMATION	SIGNATURE

Remarks:

Mr. Colby:

   In my haste to get the paperwork to you I neglected to comment on one point in the OTR memo. You will note that Senior Seminar is still identified as primarily for GS-16 level officers. Obviously with the Deputies' discussion Tuesday, in the ultimate rewrite this will be altered to give greater attention to the GS-15 level.

STAT

John   ffey

STAT

FOLD HERE TO RETURN TO SENDER	
FROM: NAME, ADDRESS AND PHONE NO.	DATE
Deputy Director for Support 7D26 HQS	9/21/72
UNCLASSIFIED	CONFIDENTIAL	SECRET

(40)

FORM NO. 237   Use previous editions
1-67

STAT

Page Denied

Executive Registry

72-5054/2

DD/S 72-3662

21 September 1972

MEMORANDUM FOR: Executive Director-Comptroller

Bill:

Attached is the proposed memorandum from you to the Deputies on PMMP in what Harry Fisher and his people and we believe to be final form. It takes into account the ideas and words you suggested plus those various others of us have put forward. We hope you can accept it so that we may type the final smooth copies for your signature and release prior to 30 September. We wish to be able to tell the Civil Service Commission that as of that date we have an approved plan in effect.

Many hours have also been spent on the companion subject of dovetailed training. We have today and forward for your review the latest paper from Hugh. While it is not in the form of a paper from you to the Deputies, it is set up so that after several decisions are made it can be sent separately as a complementing document to the PMMP paper. We are happy with this effort by OTR and hope that you will likewise approve what has been done. Harry Fisher has read and agrees. We will handle conversion into a paper to go from you to us after we have your concurrence or comments.

STAT

John W. Coffey

2 Atts
  Att 1: Draft Memo for DD's fr W. E. Colby,
             subj: Personnel Development Program
  Att 2 : Memo dtd 19 Sep 72 for DD/S fr Hugh T.
             Cunningham, subj: Training Phase of
             the PMMP w/atts

MEMORANDUM FOR: Deputy Director for Support

SUBJECT   : Training Phase of the PMMP

1. As a result of the request made by Mr. Wattles in our meeting on 5 September, we have compiled and are herewith submitting for your review a concise statement of our training ladder or "Profile of Courses". I am proposing that this document, "Use of Training in Personnel Management and Development", be an addendum to the basic PMMP to be presented to the Deputy Directors. I want to emphasize that this document is only a thumbnail sketch of the training ladder and that the OTR Catalog of Courses, to be published about 1 November, will be the comprehensive working manual on this subject.

2. This training proposal cannot, in our judgment, be implemented effectively unless reinforced by certain managerial decisions and organizational discipline. I am attaching, therefore, a second document, "Organizational Support of Training", which discusses these factors and recommends a number of specific steps we believe vital to the success of the whole undertaking.

25X1

HUGH T. CUNNINGHAM
Director of Training

Atts

25X1

USE OF TRAINING IN PERSONNEL MANAGEMENT AND DEVELOPMENT

This document has been compiled for continuing use by career services, as well as by individual managers and supervisors in the Agency, in implementing the comprehensive personnel management program prescribed by the Executive Director-Comptroller and the Deputy Directors. It is intended to be used particularly in conjunction with the Personnel Movement and Manpower Program.

The outline presented here provides personnel planners with succinct, systematic guidance about training opportunities appropriate for the development of Agency personnel, from time of initial employment to the most senior stages of their careers. In essence, each career service is asked to develop long-term, career training profiles or models for each major group of functional specialists within its jurisdiction while at the same time identifying and developing future managers. In doing so, the following six categories of training are to be reviewed most carefully in terms of the immediate functional needs of an operating component as well as the long-term needs.

A. Categories of Training

1. **The Core Program of Courses**: a group of six courses around which all other training should be planned; their purpose is to provide officers with background, perspective, and updating as part of their professional growth. Designed for officers of all Directorates and Independent Offices, these courses focus on Agency activities, problems, and managerial factors; the intelligence community; U.S. foreign policy; international and domestic matters affecting foreign policy and intelligence activities. Brief descriptions of these courses and the points in an officer's career at which they should be taken are provided in Appendix B.

2. **General Skills Training**: courses offered primarily by the Office of Training to train personnel in skills susceptible of application throughout the Agency; to be taken whenever a specific skill is required by a particular

25X1

CONFIDENTIAL

assignment, they include courses in supervisory, managerial, communication, information science, clerical, and other skills transcending the needs of one Directorate or component.

3. Special Skills Training: courses offered by the Office of Training which relate to skills ordinarily required by personnel assigned functions within a particular Directorate or field of expertise; they include, for example, training courses in collection, support, and production of intelligence.

4. Component Training: specialized programs or courses offered by specific components, ordinarily for their own personnel, but in some cases for other Agency personnel as well. They tend to be less well-known than other training opportunities because of organizational compartmentation, but in many instances offer distinct opportunities for enhancing the qualifications of officers whose careers sometimes require highly specialized knowledge and skills.

5. External Training: this category consists of Agency-sponsored training, full- and part-time, at non-Agency institutions and installations when, in the judgment of Agency officials, such training is needed but not available within the organization. Included in this category are academic programs, Federal institutes, management schools and programs, the senior service schools, and training activities conducted by military, commercial and industrial facilities.

6. Foreign Language Training: these are programs conducted by or arranged by the Office of Training on a full- or part-time basis, within or outside the Agency. Officers regularly assigned duties involving foreign language competence should achieve a career goal of speaking or reading at least two foreign languages at the intermediate level or better. The amount of study time required to reach this goal depends, of course, on a number of factors including aptitude, language proficiency at EOD, opportunity to use the language, and its degree of difficulty. In some cases, as many as three years of formal study may be required to achieve this career goal.

ILLEGIB

B. OTR Catalog of Courses

The concept and method of planning long-term training of personnel is given more comprehensive, as well as more detailed, explanation in OTR's "Catalog of Courses", which classifies and describes individual courses within the basic categories described above. This Catalog provides

2

CONFIDENTIAL

complete information about Agency training programs. It is revised whenever necessary to maintain currency. In addition, representatives of the Office of Training are available for consultation to assist career services in developing long-term training models for their personnel and in planning training packages for individual officers as well.

The intent of this concept, and of the services offered, is to enable the Agency to make maximum use of training resources and to relate training more systematically and precisely to both personal and organizational development.

Appendices: A - Profile of Courses
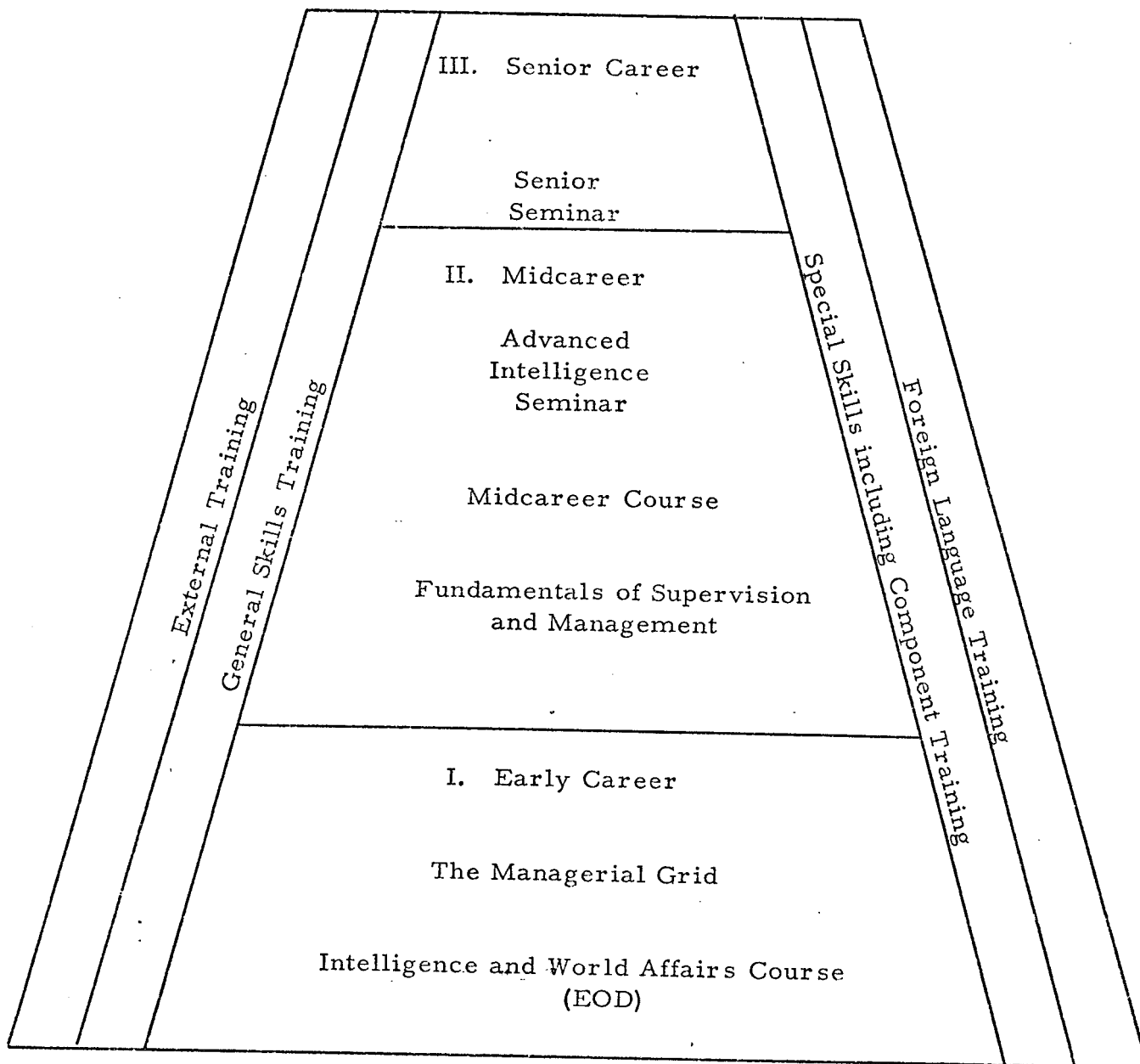   B - The Core Program of Courses

A

APPENDIX A

Profile of Courses

III. Senior Career

Senior
Seminar

II. Midcareer

Advanced
Intelligence
Seminar

Midcareer Course

Fundamentals of Supervision
and Management

I. Early Career

The Managerial Grid

Intelligence and World Affairs Course
(EOD)

External Training

General Skills Training

Special Skills including Component Training

Foreign Language Training

TRAINING FOR PROFESSIONAL DEVELOPMENT

B

APPENDIX B

The Core Program of Courses

I. Early Career

a. **Intelligence and World Affairs Course:** To be taken by all professional employees at the time of entry on duty or promotion to professional status. It is an introduction to the Agency and to the intelligence profession. Four weeks, full time.

b. **The Managerial Grid** (Phase I): For employees GS-07 and above with between one and three years' service in the Agency. It is an intensive, participatory learning experience which introduces management training into the employee's career, seeking to identify managerial styles and promote open communication. One week, full time.

II. Midcareer

a. **Fundamentals of Supervision and Management:** To be taken by "first line" supervisors immediately preceding, or at the time of, their appointments. The course concentrates on effective managerial behavior, emphasizing Communication, Motivation, Perceptions, Leadership, and Problem Solving/Decision Making. One week, full time.

b. **Midcareer Course:** To be taken by Agency officers at the GS-12/13 level, age 30-40 years, with approximately 5-10 years' service. The course enables experienced officers to widen their knowledge and understanding of the Agency and the intelligence profession. Officers who have not previously taken the Managerial Grid do so as the first week of this course. Five weeks, full-time (not including the Grid).

c. **Advanced Intelligence Seminar:** To be taken by middle and senior grade officers from throughout the Agency, GS-13/15 level, allowing for at least a three-year interval following enrollment in the Midcareer Course. The seminar emphasizes current factors affecting the Agency's role, key functions, and effectiveness. It provides opportunity for in-depth dialogue among participants and high-level guest speakers from inside and outside the Agency. Three weeks, full time.

25X1

III. <u>Senior Career</u>

<u>The Senior Seminar:</u> Primarily for officers at the GS-16 level or
higher, although GS-15 officers may be selected. The seminar provides
to officers in highly responsible positions an opportunity for critical
examination of major developments and problems in the fields of intelli-
gence, foreign affairs, and management. It draws extensively on experts
from government, academic life, research organizations, and journalism.
Much of the learning is derived from the interaction of the participating
officers. Nine weeks, full time.

ORGANIZATIONAL SUPPORT OF TRAINING

The projected implementation of the Personnel Movement and Manpower Program in combination with the OTR Profile of Courses presents the Agency with a unique opportunity for bringing its cumulative resources to bear on the question of organizational development. In short, this is a time for an all-out effort at a systems approach if there is to be an effort at all.

The effective implementation of the combined personnel and training plan depends without question upon whether or not it is reinforced by appropriate organizational authority and administrative mechanisms. This is especially true with regard to management training. Consequently, this paper discusses several significant aspects of this problem and recommends specific steps which the Office of Training believes are vital to the success of this entire undertaking.

A. Management Training for Executive Development

As requested by Mr. Colby, we have incorporated elements of management training into several of our core courses. These elements include information science, problem solving, control of work, records management, and use of the computer. We will evaluate on a continual basis the effectiveness of these instructional blocks in the three courses in which they have thus far been introduced -- Intelligence and World Affairs, Midcareer Course, and Senior Seminar -- and will revise or supplement them as experience dictates.

Although Mr. Colby recommended against establishing new courses devoted exclusively to management, we question whether it is possible to achieve the degree of training he apparently desires in this field without resorting to in-depth coverage of it. He already has requested that we develop a refresher package of management training for his most senior officers and, accordingly, we have submitted the proposal for a Leadership Conference.

In addition, we believe there is merit in exploring the need for a management training course designed specifically for branch chiefs throughout the Agency. Recognizing the difficulty in developing a course pertinent to the operation of all branches in the Agency, and allowing for what is probably a wide disparity in the grade levels of "branch chiefs," there nevertheless is logic to the idea. The branch in many instances is the key organizational unit in terms of day-to-day operations in the Agency and is also, at least conjecturally, the level at which potential executives begin to emerge. While we are not prepared to offer such a course until the need for one is thoroughly demonstrated, such a course might be a crucial contribution to the organizational development Mr. Colby desires.

> Recommendation: That the PMMP, as presented to the career services, solicit an examination of the question whether responsibilities for managing a branch can be more effectively and quickly learned through a training course or through reliance on precedent and on-the-job experience.

B. Identification and Selection of Potential Executives

There is strong consensus among theorists and practitioners of organizational management that serious effort must be made to identify would-be managers within an organization as systematically and as early in their careers as possible.

The "Conference on Implementing the Executive Development Program," conducted by the Civil Service Commission in April 1972, dealt extensively with this question, listing a number of ways of going about it. Among these were performance evaluations (by supervisors, peers, and subordinates); weighted checklists of skills needed by organizational managers; written testing; work simulations; and assessment centers. While none of these, singly or in combination, is considered definitive, they all have relevance to the vital question of an organization's being able to choose and develop the best qualified managers available to it.

Many large organizations, including several in the Federal government, have embarked on programs in this field and the Agency ought not to ignore this vital aspect of its development.

2

Recommendation: That systematic identification and selection of potential managers be made an integral part of the PMMP, and that the Offices of Personnel and Medical Services provide guidance to the career services relative to means by which this might be accomplished.

C. Training Sanctions and Executive Development

We reacted negatively to suggestions earlier that officers failing to meet stipulated training requirements be denied promotions to certain grades. In our judgment, such sanctions would penalize many individuals for circumstances beyond their control.

On the other hand, we do believe that sanctions enforced by strong managerial discipline should be applied to preclude assignment of officers to responsibilities for which they are not properly prepared. The potential executive, in particular, ought to undergo systematic development of his managerial capabilities. There are a number of training opportunities for this officer, but at the very least he should be trained in both the principles of management and their general application.

Recommendation: That "first line" supervisors, i.e., officers in the GS-7/10 range, take the Managerial Grid (Phase I) and the Fundamentals of Supervision and Management preferably prior to and in no case later than six months after, assuming supervisory responsibilities. (If, in fact, a course subsequently is offered in the management of a branch, a comparable sanction should apply.)

D. The Training Officer and the PMMP

If training is to make significant contribution to personnel management and development, career service boards and panels require increased realization about training appropriate and available to meet their needs. The new OTR Catalog should prove very helpful in this respect, but there are two supplemental considerations.

First, each career service should establish one or more training models or profiles appropriate to the long-term development of their particular personnel. OTR's Profile of Courses, as published in the Catalog, establishes

3

a training model on an Agencywide basis, but the more specialized train-
ing needs of individual career services must also be determined and
projected. Consequently, we think OTR should work with individual
and "grandfather" career services in developing specific training models
to suit their purposes.

Second, continuing reliance on training as an instrument of
personnel development requires that each career service board or panel
become the focal point for planning training, as well as developmental
assignments, for individual officers within their jurisdiction. Component
training officers must work more closely with career services in this
effort. Unfortunately, many component training officers lack adequate
knowledge both of their components' substantive work and of training
opportunities; they have relatively junior status, function only part-time
as training officers, and are regarded widely as processors of training
requests. We believe the PMMP should be an occasion for rectifying
this condition.

Recommendations:

1. That a senior OTR officer, preferably from the Curriculum
Council, and the Senior Training Officer of each Directorate
be assigned to work with the Career Service(s) within their
areas of competence in developing career training models or
profiles appropriate to their personnel.

2. That the role and influence of the component training officer
be enhanced in terms of grade level, membership on career
service boards and panels, amount of time allocated to training
responsibilities, and knowledge of both training opportunities
and the component's substantive functions.

E.   Training Requirements

In order for OTR to be able to plan appropriate training on a
timely and scheduled basis for large numbers of employees, we have
genuine need of a reasonably accurate forecast of training requirements.
Our training projections for any given year generally reflect our operating
experience in one or more past years. The Agency has not yet devised
a method for ascertaining such requirements on other than a short-term
basis nor for assuring the availability of the personnel to be trained.

Consequently, not only do we need statistical projections at least six months in advance -- Mr. Colby wants core courses scheduled a year in advance -- but the PMMP has to be backed by an organizational discipline requiring individual officers to be made available for stipulated training on a planned basis. Without such forecasting, OTR cannot realistically plan the allocation of resources or adjustments in courses to meet organizational needs. For example, even though we have been advised to expect larger numbers of students in our core courses for FY 1974, we have at this point rather ill-defined contingency factors against which to plan.

Recommendation: That once the initial PMMP process is completed and the career services have developed career training models for their personnel, nominations of specific individuals for key courses in these profiles be submitted at least six months in advance.